We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.

Accessibility Policy and Action Plan

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1.0 Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day and aim to strengthen and work with our communities to continue to improve accessibility in our schools.

2.0 Scope and purpose

2.1 This policy applies to all school leaders, staff, parents and pupils. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum,
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided,
- Improve the availability of accessible information to disabled pupils.

3.0 Definition

3.1 This policy applies to all school leaders, staff, parents, and pupils. For the purpose of this document:

- the Ted Wragg Multi Academy Trust is referred to as **The Trust of Schools**,
- references to 'teachers' include all paid staff responsible for the supervision of pupils,
- references to 'pupils' include all learners in our school,
- references to 'school' refers to all education settings, regardless of type and
- we refer to Section 576 of the Education Act which defines the 'parent' of a pupil or young person as:
    - both of their natural parents, whether they are married or not.
    - any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
    - any person who, although not the natural parent, has the care of the pupil or young person i.e., a person with whom the pupil lives, irrespective of their relationship to the pupil.

3.2 Disability is defined by The Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

3.3 Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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4.0 Legal framework

4.1 This Policy will be published on the Trust's website and as a statutory policy will be included in the Trust's Policy Monitoring Schedule.

4.2 This plan is drawn up in accordance with the planning duty in The Equality Act 2010. It also draws on the guidance set out in 'The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities', issued by the DfE in May 2014. The Trust recognises its duty under The Equality Act 2010:

- not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
- not to treat students with disabilities less favourably for a reason related to their disability
- to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
- to publish an accessibility plan that will increase access to education for students with disabilities

4.3 The admissions policies are consistent with compliance with The Equality Act 2010.

4.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4.5 We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

5.0 Introduction

5.1 Isca Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

5.2 At Isca Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

6.0 Aims

6.1 The Trust's aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Isca Academy is a fully inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all learners fairly and with respect, and this involves providing access and opportunities for all learners without discrimination of any kind. Everyone in our school is important and included.

6.2 The Trust's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

6.3 The Trust aims to reduce and eliminate barriers to access to the curriculum and to full participation in the school for students, and prospective students, with a disability.

6.2 The Trust aims to reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff and visitors.

6.3 To support the mission, vision and values of the Trust and its schools.

6.4 To recognise and value parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respect the parents' and the child's right to confidentiality.

6.5 The school ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:

- intelligent sequencing
- adaptive teaching
- effective formative assessment

6.6 The Trust is committed to ensuring that adequate resources will be allocated to the implementation of the plan.

6.7 This plan should be read in conjunction with the SEND Policy and the SEND Information Report.

6.8 This Accessibility Plan will be made available online on the school website and paper copies are available upon request.

7.0 Who is responsible for this policy?

7.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory requirements. The Trust has delegated day-to-day responsibility for operating the policy to the local governing body and Headteacher of each school.

7.2 The local governing body and senior leadership team at each Trust school have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for fulfilling their roles and supporting to ensure its success.

8.0 Action Plan

8.1 The Action Plan (See appendix 1) sets out what we believe is current good practice and what the aims of our Accessibility Plan are in accordance with the Equality Act 2010.

8.2 Isca Academy recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:

- admissions
- attainment
- attendance
- rewards
- sanctions

- exclusions and seclusion
- selection and recruitment of staff
- Exam Access Arrangements

9.0 Reviewing this Policy

9.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective.

10.0 Isca Academy Action Plan

Isca Academy				
Aim 1 - To ensure all disabled pupils can participate in the school curriculum.				
Target	Current Good Practice	Further Actions to be Taken	Timescale	Persons Responsible
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	Our school offers a broad and balanced curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Subject monitoring cycles focus on the extent to which disabled pupils can participate in the curriculum and whether staff have high expectations for all pupils. Curriculum progress is tracked for all pupils, including those with a disability. Support for individuals and their personalised needs identified in teachers planning.	Increase confidence of staff in adaptive teaching methods. Ensure all staff are aware of disabled children's curriculum access via Individual Needs Plans and information sharing with all agencies. An annual review of staff training needs relating to SEND becomes part of an embedded cycle of auditing staff training needs, planning training to meet these needs, and review of the impact of the training. Staff trained to meet individual medical needs of pupils where applicable. Curriculum resources include examples of people with disabilities.	Termly subject monitoring Transition points and when Individual Needs Plans are written	Subject Leaders SENDCo Headteacher
All school visits and trips to be accessible to all.	Advice sought from specialist advisors where relevant. Relevant information included on risk assessments. Meetings with parents prior to trip.	Review any circumstances where pupils with a disability have been absent for a school trip and use pupil conferencing or meetings with parents to ensure that this was not due to inaccessibility of the trip.	Termly	EVC SENDCo Class Teacher
Ensure disabled children participate equally in after school and lunchtime activities.	Advice sought from specialist advisors where relevant. Relevant information included on risk assessments. Attendance of pupils with a disabity at extra curricular activities is monitored.	Increase the number of pupils with a disability attending an extra curricular activity to above 85%.	Termly	SENDCo
Aim 2 - To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Access for disabled members of the school community is considered at the planning stage of any future building works.	The school follows all current guidance. The school considers the needs of disabled members when considering building works.	Advice of specialists sought if necessary.	As appropriate	Headteacher

Maintain the physical environment of the school.	Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards. Ensure disabled parking bay is accessible at all times. Ensure disabled toilets are maintained and compliant. The environment is adapted to the needs of pupils as required. This includes: • Lifts. • Corridor width. • Disabled parking bays. • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height.		Daily	Head of Business Support Headteacher
Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated Personal Emergency Evacuation Plans (PEEPS) and this is communicated to all staff.	Ensure appropriate supervision during transition between buildings and external areas to support students with physical disabilities and additional needs. PEEPS written and shared with classroom staff.	PEEPs written alongside Health and Safety Leader.		Deputy Head of Business Support SENDCo Headteacher
Aim 3 - To improve the delivery of information to disabled pupils and parents.				
Recommendations made by the Visual/Hearing Impairment Team to be implemented and reviewed annually.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage. • Large print resources. • Pictorial or symbolic representations. Resources from whole school training made and available for use e.g. dyslexia friendly resources	School to be aware of services available for visually and hearing impaired children. Ensure all staff are aware of guidance on accessible formats.	In line with individual pupil's needs	SENDCo Class Teacher
Use a range of ICT equipment to support the needs of disabled learners.	The school uses a range of ICT equipment to support the needs of learners including: • Dictation software • Chrome Books • CPENs	Review ICT equipment and software in line with pupils' needs.	In line with pupil's needs.	Central IT Team SENDCo